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Assessment of Army Training

(A Case Study of Awash Combat Technique Center Graduates)

By

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A Thesis Submitted to the Department of Management in Partial
Fulfillment of the Requirements for the Degree of Master in Business
Administration (MBA) Specialized in Human Resource Management

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January, 2012

Mekelle, Ethiopia

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Declaration

I hereby declare that the research paper entitled as “Assessment of Army Training a case study of Awash Combat Techniques Center graduate” is approved to be my own work that was undertaken under close supervision of my advisor. Accordingly I would like to justify that this material is my own work and not presented or submitted by anybody else for any degree, diploma or fellowship in other university and all the materials used for the purpose of developing this thesis have been duly acknowledged.

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This is to confirm that this thesis entitled “Assessment on Army Training a case study of Awash Combat Techniques Center graduate” submitted in partial fulfillment of the award of the Degree of Masters in Business Administration with specialization in Human Resource Management to Mekelle University College of Business and Economics Department of Management. It is an original work carried out by Mr. Hintsa W/giorgis. To the best of my knowledge and belief, the matter embodied in this thesis has not been submitted previously for award of any degree or diploma.

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Acknowledgments

I would like to express my sincere recognition to my advisors Abadi Afera (Asst. Professor) and Abdulkerim Ahmed (MA) without their high quality and friendly advise this work couldn't be completed on time.

I would like greatly appreciate and thank my technical assistant L/Col. Alemseged Assefa. I would like also to thank to B/G. Muzey Mekonnen, Col. Negasiy Tsefay, B/G. Asrat Dinero for their significant contribution and support during my study.

Moreover, I would like to extend my special thanks to all respondents who spent their valuable time in replying to my questions. Last but not least, special thanks goes to my family members specially my children who have given me unlimited assistance in my endeavors throughout my study.

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May 2014

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Abstract

It is well known that training enhances skill, knowledge, ability, and competency and ultimately improve workers performance and productivity of an organization. To this end this research was aimed to assess the Awash combat technique center management and control practice. The study was particularly focused on the Awash combat technique center and gradates deployed. A cross section survey study was used and both primary and secondary data was collected using interview, questionnaire and document review. Stratified sampling technique was employed to identify respondents. From total population 120 officers and NCOs were selected from 3 targeted area; Awash combat technique center, Northern command and Central command operational unit. Content analysis techniques were used to analyze the data gathered from respondents. The main findings of the study showed that there is appreciable level of training practice in planning and selection of training with better preparation from the combat technique center side. However, the training program is overcrowded and has very flexible time space which hinders the operational plans. Sometimes the technique center was becoming idle being without trainees. To conclude the combat technique center has good ground with regard to management practice but still there are problems in the operation, control and monitoring mechanism of the cobat technique center.

Key words: Army Trainig, Performance, Combat Technique

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Chapter One

1. Introduction

1.1 Background of the study

Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others. Developing country like Ethiopia, with its rich natural resources and the necessary financial support could also experience such economic success if the appropriate attention is given to the development and training of her human resource.

The provision of secondary and technical schools, vocational training institutes and colleges, professional and tertiary institutions, as well as the educational reforms currently taking place in the country, are all geared towards the acquisition of skills and knowledge to ensure effectiveness and efficiency in our workplaces (Ministry of Education, 1996). It is thus seen that in Ethiopia the government is taking adequate steps to ensure that people acquire the necessary knowledge and skills.

With these efforts by the government, it has become necessary for organizations to provide long and systematic training and development programs for its employees. This is because every aspect and activity of an organization involves people. For instance, a manager in an organization will not be successful until he has subordinates beneath him who are well equipped with skills, talent and knowledge.

To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies needed to work. As a result, many require extensive training to acquire the necessary skills, knowledge, abilities and competencies to be able to make substantive contribution towards the organization's growth, (Barron and Hagerty 2001).

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are

valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron and Hagerty 2001).

It goes without saying therefore that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out vary enormously from organization to organization. According to Cole (2002:329), factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work.

Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. It is worth noting that Ethiopia has a huge public sector, employing the highest number of human resources with varied skills. One such organization in the public sector is the Ethiopian Ministry of Defence. This study intends to investigate the practices of training on crew and crew leader's performance and productivity at Awash Combat Technique School.

1.2 Background of the Organization

As an applied field, military has been studied at academies and service schools because the military command seeks to not repeat mistakes, and improve upon its current performance by instilling an ability in commanders to perceive historical parallels during a battle, so as to capitalize on the lessons learned from past.

The discipline of military is dynamic, changing with development as much of the subject area as the societies and organizations that make use of it. The dynamic nature

of the discipline of military is largely related to rapidity of change the military force, and the art and science of managing them as well as the frenetic pace of technological development that had taken place during the period known as the industrial revolution.

As stated in the mission statement of the Awash Combat Technical School document, Formal military training in Ethiopia began in 1919 when as regent; Teferi Mekonen appointed a small group of Russian officers to train Ethiopian troops. Some Ethiopian officers subsequently received instruction in France at the Saint Cyr Military Academy. Between 1929 and 1935 a Belgian Military Mission trained the imperial Guard (also known as kuburZebegna). In 1934 a Swedish delegation of five officers was invited to Ethiopia to open the Haile Selassie I Military Training center at Holeta Currently known as Maj. General Hayelom Araya Military Academy. Although this training helped Ethiopia filled an army to resist the Italian invasion the development of a modern army started only after the defeat of Italian Invasion in 1941.

In 1946 a new team of Swedish Military advisors arrived and delivered Military training. In 1953 a United States Military assistance advisory group arrived in Ethiopia to train various branches of the Ethiopian security forces. Four years later an Indian Military mission came to establish and manage the Harar Military Academy. After the 1974 Ethiopian popular revolution the military regime of Derg came in to power. Due to the undemocratic and brutal nature of the regime the army transformed in to an infamous war machine and was hard pressed on all fronts. To contain the armed struggles popped up from various corners against the Derg the regime restored to mass mobilization and forced conscription at the expense of high quality training and professionalism. Apart from the various basic Military training centers established by the Derg, in the aftermath of its demise there were four major Military schools in Ethiopia namely Holeta Military Training center at Holeta and the Naval College in Asmera.

During the transition period in 1991 the EPRDF Army assumed the responsibility of the Ethiopian national Defence upon the agreement of the various political and armed forces that from the transitional government of Ethiopia on the basis of the Charter ratified by then. The EPRDF army endeavors its level best to maintain and refurbish the military training institutions inherited former regimes. After the adoption of the

FDRE Constitution in 1995 the EPRDF army transformed in to the Ethiopian National Defence Force and has been going through rapid fundamental and attitudinal change that emanate from the new constitution and proven itself undertake its constitutional mandate.

As far as military training institutions are concerned the Awash Arba Combat Technique School is the one and only army mechanized and motorized school in the nation. The Awash Arba Combat Technique School as a formal institution was established in 1980. Of course, before its establishment the camp where it located now used to be a logistics center that served the army during the Ethio-Somalia war in 1977. In the aftermath of the Ethio – Somalia war it was also a garrison of the Cuban army contingent that came to train and support the Ethiopian army during the war.

In recent years especially, after 1995 the Awash Arba Military Training School was made part of the Defence Training Main Department and named the combat Technique school.

The key mission of this school is to create technically skilled machine gun crews and crew leader NCOs for the mechanized and motorized operational units. In addition it conducts research on areas of the modern mechanized and motorized training methodologies. The combat technique school has four major departments namely, Artillery department, Anti – Air craft department, Tank and APC department and Military vehicles drivers department. The school offers tailored courses on the respective departmental specialties mentioned above. The school ensures the technical mastery of weapons and equipment by its trainees Most of the trainees are drawn from operational units who have already completed their basic military training and have been assigned to their respective units.

Despite its good track record in manning the heavy machine guns that are being utilized by the operational units, the training school seems to have faced multiple challenges and shortcomings in its training process.

1.3 Statement of the problem

It is a well known fact that training enhances Skill, Knowledge, Ability and Competency and ultimately worker performance and productivity in organizations (Cole, 2002). Many organizations in Ethiopia and indeed the public sector engage in training and development of staff and have departments, units and sectors in charge of training and development. Ethiopian Ministry of Defence is one such organization that has been practicing training and development since its beginning and particularly for the past twenty (20) years by enhancing the existing as well as opening new Military institutions like Staff College, Awash combat Technique school, Major General Mulugeta Buli and so on. Among these institutions this paper mainly focused on Awash Combat Technique School.

The mission of Awash combat Technique is to create technically skilled machine gun crews and crew leader NCOs for mechanized and motorized operational units. Despite its good track record in manning the heavy machine guns that are being utilized by the operational units, the training school seems to have faced multiple challenges and shortcomings in its training. According to Ethiopian Ministry of Defence annual evaluation report, 2003E.C. One of the major problems, for some years now it appears training in AWASH Combat Technique School is haphazard, unplanned and unsystematic, and several of its Military personnel such as Tank and APC commanders and gunners, Anti Air craft, Anti- tank crew, Tank and APC drivers and many other category of workers, have not qualified for any form of training nor is there any systematic process of staff development in place.

In addition the school has no well-structured and continued feedback mechanism with the operational units. Since the training school is there to serve the operational needs of the mechanized units on the front line it does not seem to have the mechanism to evaluate the impact of those crews and crew commanders who have been deployed with the units after completion of their training.

This study had assessed the role of training on human resource and measured its effect on military performance using performance evaluation techniques and feedback from the units

Accordingly, the following key research questions had been addressed:

1. How did the training practice develop in Awash Combat Technique School?

2. What key internal factors influence on training?
3. What are the major purposes of training policies and practices in Awash Combat Technique School?
4. Does training and development have an effect on trainee performance and enhance their operational performance in their Units?
5. Does the school admit trainee based on the need assessment?
6. Does the school update itself to understand the operational environment on the field and with new technology?

1.4 Objectives of the study

1.4.1 General Objective of the study

The general objective of the study is to identify, analyze and assess the impact of the army training in Awash Combat Technique School to Defence in general and specifically to the operational units.

1.4.2 Specific objective of the study

The objectives of this study are to:-

- Identify the major purposes of training, as well as the key internal and external factors influences on training.
- Ascertain the training policy in operation at Awash Combat Technique School.
- Outline and explain the training practices and processes including the assessment of training needs, an outline of training methods, and the processes of monitoring and evaluating the plan.
- Find out whether training schemes have positive effect on the performance of crew and crew leaders.
- Identify the major problems of the training practice.
- Provide recommendations for the improvement of the training practice.

1.5 Definition of key concepts and terms

Crews: is the member of group which operated different qualified armament in Units like Tank, APC, Artillery, Motorized etc

Combat Techniques: This is the training center which gives training in all military doctrine such as tank, Artillery, Motorized, Anti-Tank, Anti- Aircraft and others which are necessary for the army to accomplish its mission.

NCO: abbreviation of **Non Commissioned Officers**, which is a serviceman or servicewoman who holds a supervisory rank, but is not a commissioned officers (such as a corporal, sergeant etc).

APC: abbreviation of **Armored Personnel Carriers**, which is a defensive covering designed to protect a vehicle from bullets, shrapnel and other projectiles.

Anti-aircraft artillery: a heavy machine-gun, which is designed to shoot down aircraft.

1.6 Significance of the study

This paper is an academic thesis to fulfill the Masters Degree award in Business Administration. Beyond this goal the outcomes and final findings of the study may offer significant bases for the organization as well as other training institution by examining the real practice of the training institution and its problem in training process and suggesting possible actions to manage and control their Training policy, training process and programs.

In addition to the above contribution, the finding of this study may contribute to other researchers as a base for further research.

1.7 The scope of the study

This study was particularly focused on the Awash Combat Technical School and graduates deployed in the North command operational units. However, due to time and resource constraints the study conducted only one Command i.e., Northern Command which is located around Mekele and at the border conflict area of Ethio-Eritrea. The study covers the time period from 1999 up to 2008.

The researcher was distributed a questionnaire to the Officers, Non-Commission officers and Crew leaders which are deployed in Zalanbesa, Bure, Afar region and Awash combat technical school. In addition to the questionnaire the researcher has conducted focus group interview with the division commanders and the school instructors and commanders.

Even though the concepts of human resource training consists a number of dimensions, the scope of this paper delimited to the training practice and performance results in Awash Combat Training School.

1.8 Limitation of the study

The study tries to assess army training case of Awash Combat Technique Center graduates through a survey approach. Hence, the limitations of survey approach will be the limitation of the study. In addition, the scope of the study is limited to Awash combat training center graduates, thus all findings of the study might not applied to army training centers.

1.9 Organization of the study

This paper contains five chapters, the first chapter deals with the introduction part, statement of the problem including research questions, objective of the study scope of the study and limitation of the study.

The second chapter presents relevant review of related literature. The third chapter deals with the research methodology implemented by the researcher. The fourth chapter states the analyses and interpretation of the data and finding of the analysis. The fifth chapter contain summary of finding and recommendation.

Chapter Two

2. Review of Related Literature

2.1 Human Resource Development

Human resources development (HRD) is one of the most important functions of human resource management. It ensures that organizations have sufficient people with capabilities required for achieving their missions and goals. *Human Resource Development*, therefore, is planned, continuous effort by management to improve employee competency levels and organizational performance through training, education, and development programmes (Mondy et al., 1999).

We can make a distinction among training, education and development. *Training* is understood as any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purpose of occupation or task (Cole, 2000). It focuses on helping employees to acquire and improve job-related skills. For example, for a secretarial staff computer training might have a positive impact on computerizing their offices. Moreover, such training will increase their values in the job market. *Developmental programme* helps the individual handle future responsibilities, with little concern for current job duties (Werther & Davis, 1996). It is a programme focused on leadership competency and organizational issues. For example, managers may benefit from the management training to enhance their decision-making and improve skills in the fundamentals of management. *Education*, on the other hand, is any long-term learning activity aimed at preparing individuals for a variety of roles in society: as citizens, workers and members of family groups (Cole, 2000). The term education mainly is associated with university or college programmes in a particular field of study.

2.2 Overview of Training

One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training and development. Few people these days would argue against the importance of training as a major influence on the success of an organization. Employees are a crucial, but expensive resource.

In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations. The importance of training as a central role of management has long been recognized by leading writers. For instance according to Drucker (1998), the one contribution a manager is uniquely expected to make is to give others vision and ability to perform.

The general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the workforce give increasing emphasis to an environment of coaching and support. Training is necessary to ensure an adequate supply of staff that are technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management.

2.3 Training

According Cole (2002:330), in his book Personnel and Human Resource Management, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992:235). Pheesey (1971:130) defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the

achievement of organizational goals. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

The Manpower Services commission of the United Kingdom, which was set up by the 1973 Employment and Training Act defined training as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. According to them, the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future of the organization.

Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future.

According to Armstrong (1996:11), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood.

This was also affirmed by Sherman et al (1996:13). They expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful. They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked.

What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be for the organization. If trainees return empty, with nothing to contribute, it can also mean that even though the organization might have done all that

is necessary to ensure a successful training program, the wrong candidate might have been selected for the training program.

McGhee et al (1996:54) wrote on the nature of learning and said learning is a term used to describe the process by which behavioral changes results from experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behavior prior to the experiences of specific kinds of task.

This is not to say that there has been no learning if there is no overt behavioral change. Since training generally is intended to provide learning experiences that will help people perform more effectively in their jobs, organizational training should follow the learning principle. Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, McGhee et al (1996:55).

2.4 Employee Training Benefit

Recruiting, selecting, orienting and then placing employees to the organization and their jobs do not ensure success. In most cases, there may be gap between employee knowledge and skills and what the job demands. The gap must be filled through training programmes. Hence, employee training and retraining is one of the major ways that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello & Ledvinka, 1988).

The knowledge, skills and experience of staff have a direct impact on organization's contribution to achieve goals. It is, therefore, essential that organizations upgrade the job functions of their workforce through practical training. Training can bring tangible benefits to both the organization and the employees. Training is largely skill based. The benefit of training is to increase the ability of operating staff to do their jobs for achieving results. More specifically, according to Chatterjee (1995) the following are the major benefits of training:

- **It establishes a sound relationship between the worker and his/her job:** The optimum man-task relationship.
- **It upgrades skills and prevents obsolescence:** To keep pace with changing technology training becomes mandatory for employees in order to update them, teach them newer skills and increase their efficiency.
- **It develops healthy, constructive attitudes:** Training programmes are aimed at molding employee attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty.
- **It prepares employees for future assignments:** One of the objectives of training is to provide an employee an opportunity to climb up the promotional ladder or to move on to assignments, which will help upward mobility.
- **It increases productivity:** The most efficient and cost-effective ways of performing jobs are taught to the employees, which naturally lead to enhanced productivity.
- **It minimizes operational errors:** Unnecessary repetition, wastage and spoilage of materials are brought down; deficiencies in methods of doing work are ironed out in training thereby also reducing the hazard of accidents. Consequently, a safer and better work environment is created.
- **It enhances employee confidence and morale:** With better knowledge and skills, the employee approaches his/her job with greater confidence and sureness. It also improves the morale of the employees.
- **It brings down employee turnover and absenteeism:** Training is a powerful tool that breeds in the employee a sense of pride as well as of belonging. Both these contribute in a major way to checking and reducing turnover as well as absenteeism.

2.5 Principles of Training

Since the object of training is to assist a learner acquire the behavior necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. According to Bryn Leslie (1990:19), there are four main requirements for learning to take place. The first is **motivation**. The old saying that a horse can be led to the river

but cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited.

Edwin Flippo (1976: 65), also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on.

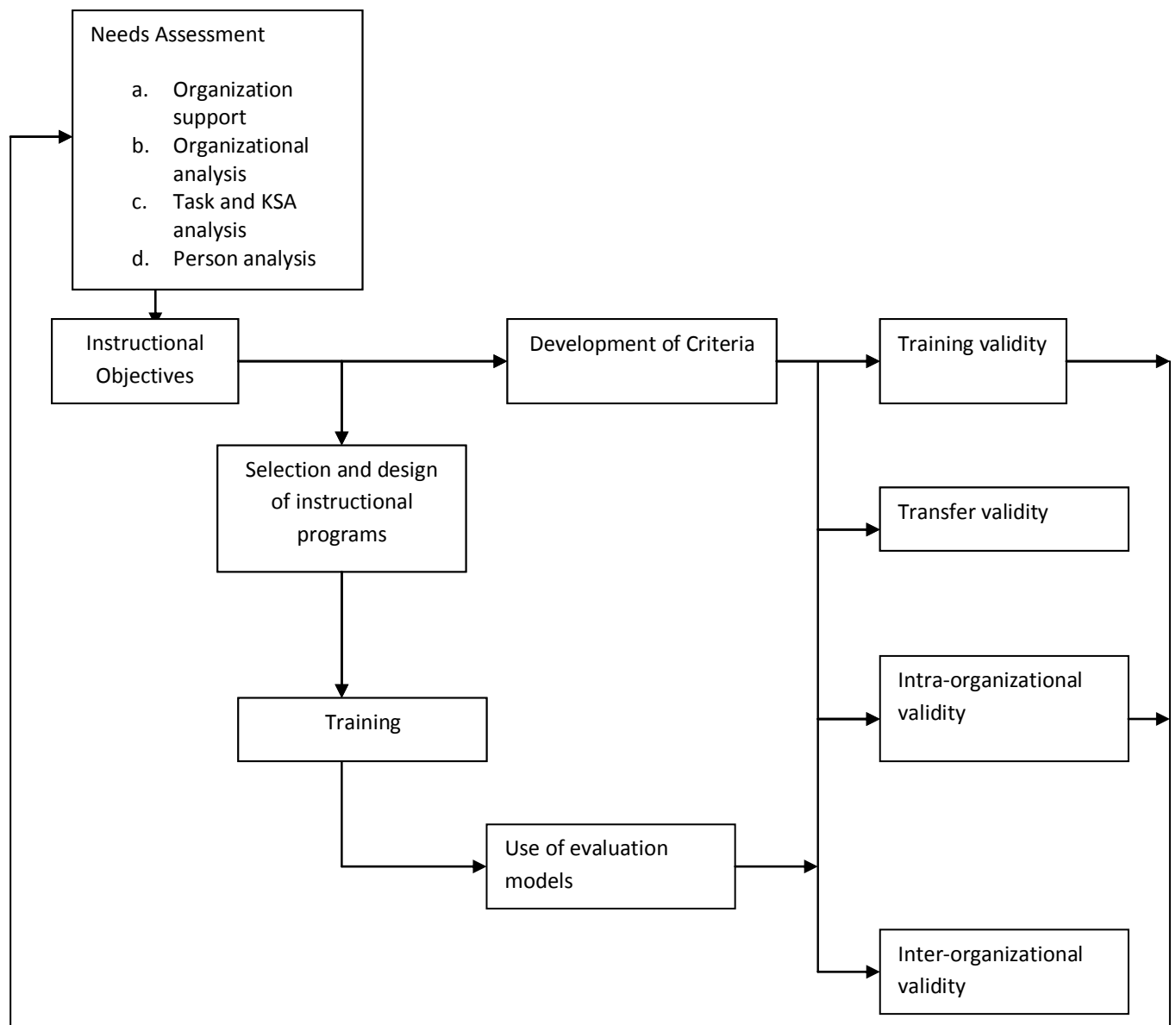
The second requirement is **cue**. Through training the learner recognizes relevant cues and associates them with desired responses. The third one is **response**. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent (Bryn Leslie 1990:91).

Finally, **feedback** – the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning.

Even though these learning principles are good, they fail to talk about practice where the learner actively participates in using the skills and knowledge acquired. Furthermore, it also fails to mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training.

2.6 The Training Process

Scores of Literature available on training (Cumming 1968, Italsey 1949, Dole 1985) indicate that traditionally, training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.



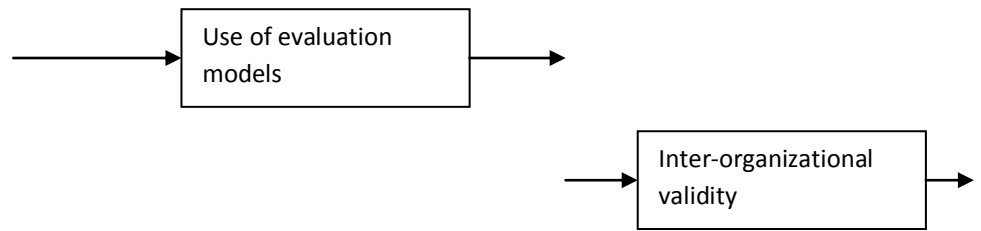


Figure 1.1 Important steps in a typical training process (Aswathappa, 2005)

2.6.1 Training Policies

Kenney et al (1992:3) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons:

- 1) To provide guidelines for those responsible for planning and implementing training;
- 2) To ensure that a company's training resources are allocated to pre-determined requirements;
- 3) To provide for equality of opportunity for training throughout the company; and
- 4) To inform employees of training and development opportunities

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book *A Handbook for Personnel Management Practice* (1996:55), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training.

He again advocated that a training philosophy is imperative to indicate the degree of importance the organization attaches to training. This will if not eliminate entirely, reduce the laissez-faire approach to training. Notwithstanding the essence and the benefits of training, policies can prove to be a difficult task for Directors especially it

they are doing so for the first time, and if they do not have the advice of a training officer with previous experience at the level.

2.6.2 Training needs

The first step in managing training is to determine training needs and set objectives for these needs. According to G.A Cole (2002:339) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives.

These perspectives are; organizational, departmental or functional, job and employee. Organizational need – the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist. This makes it easy to know what program to be implemented. According to Kaufman (1974:80), organization analysis looks at the variances between their success and failure to ascertain which ones training could help remedy. Functional need – at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work units.

The need can also be determined by observing the job performance of work groups and survey job holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need. Individual need – Kaufman continues that employees' training needs could be measured by the individual performances of the employees. He stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance.

The researcher thinks that these three levels – organizational, functional and individual gaps between expected results and actual results can suggest training needs,

for the researcher, active solicitation of suggestions from employees, supervisors, managers and training committees can also provide training needs ideas.

The particular perspective chosen will depend on the circumstances. For example, if changes in the external environment of the organization are exerting pressures for change internally, then a corporate or organizational perspective needs to be taken. If, however, the issue is one of improving skills in a particular category of employees, then occupational or job group will provide the focus of effort.

Training need is any shortfall in employee performance, or potential performance which can be remedied by appropriate training. There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact since sometimes training staff are asked to meet needs which ought to be dealt with in some other way, such as improving pay, replacing machinery or simplifying procedures. Armstrong (1996:17) however, argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.

2.6.3 Determining training objectives and training plan

After these analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do after the training program. According to McKenna and Beech (2002:110) in their book “Human Resource Management-A Concise Analysis”, it is stated that “It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management(motivation) combined with training and development”. What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to

consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved. Zaccarelli (1997) outlines the process of planning training as;

i) Develop a training plan

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either a complete training program or just one task. The training plan details the course content, resources required method of training, who should do the training and who should be trained.

ii) Design a training lesson

Once a training plan outlining general program requirements has been developed, the organization will need to concentrate on specific segments of that plan. This is done with the use of a training lesson. Generally, there is one training lesson for each training session. This means if ten sessions are planned, ten training lessons must be developed. A training lesson serves the following purpose;

- a) It provides a content outline for the lesson
- b) It suggests activities/specific instructions which will help to make training easier
- c) It defines suggested time to be spent on each segment within the segment

iii) Select the trainer(s)

Who is going to train? Who is a good communicator and has the necessary knowledge/skill to train? What should the trainer do to get the trainees ready for the training? These are the questions to be addressed when selecting a trainer.

iv) Prepare the trainer (s)

Training is one of the most important things any organization does. As a result, the personnel responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics. Remotely linked to this, trainees must also be concerned and prepared for the learning experience

Implementation of the Training Programme: Once the training programme has been designed, it needs to be implemented. Programme implementation involves action on the following lines:

- a. Deciding the location and organizing training and other facilities.
- b. Scheduling the training programme.
- c. Conducting the programme.
- d. Monitoring the progress of trainees.

Evaluation of the Programme: The last stage in the training and development process is the evaluation of results (see Fig. 1.1 above). Since huge sums of money are spent on training and development, how far the programme has been useful must be judged/ determined. Evaluation helps determine the results of the training and development programme. In practice, however, organizations either overlook or lack facilities for evaluation.

Chapter Three

3. Methodology

3.1 Research Design

The study is a survey in the form of cross sectional study in which data was collected once across a population through sampling. One hundred and twenty six military personnel were selected using convenience sampling technique, to which questionnaires were administered. The questionnaires were administered personally by the researcher to the respondents.

An interview schedule to gather information on the subject from the Commanders of North command divisions and the Awash Technique School was also used to ascertain Commander's view on how the Awash Technique School has traditionally dealt with issues of training. The Group Training Manager and the group Human Resource Manager provided the information needed. Documents on training from Awash Technique School were also reviewed. This was to help the researcher

ascertain whether Awash Technique School has a training policy in place, and also to check whether the processes of training were being duly followed.

3.2 Sampling Size and Sampling Procedure

A total of 126 Officers and NCO of the North command division and staff of the Awash Combat Technique School were randomly given the questionnaire as they were volunteered to participate in the survey. However, 6 respondents were not able to return the questionnaire, and this made the response rate to about 95% which is quite acceptable. The sample size of 126 was small for the kind of study intended but time and financial resource constraints made it imperative to restrict the sample to that size.

The main ethical issues involved in this study were respondents' rights to self-determination, anonymity and confidentiality. For this reason, respondents were given full information on the nature of the study through a letter which was distributed with the questionnaire. The questionnaire data were kept confidentially and respondents were assured of their right to withdraw at any time. The names of the respondents were not recorded and so all the data were rendered anonymous. Informed consent was obtained from all subjects following receipt of information on the purpose of the study, assurances of anonymity and confidentiality.

Sampling procedure employed was:

- i. All the staff of the Awash combat technique school was included in the study to allow for adequate representation of the various views expressed.
- ii. Convenience sampling selection method was used. In all 126 military personnel were administered with the questionnaire even though only 120

filled and returned their questionnaire.

3.3 Data Collection

The data for this research work was obtained essentially from primary and secondary sources. The researcher traces the history of Awash Technique School and its role of training over the last ten years from secondary sources. The purpose of the questionnaires was to investigate the awareness of training program and the role Awash Combat Technique School plays in the training of military personnel. It was also to identify major problem in counter the training activities.

A total of 120 respondents out of a sample of 126 military personnel completed and returned their questionnaires. Primary data was also sourced from semi-structured questionnaire and personal interviews conducted. Here an extensive discussion was held with the Group Training Commanders and the Group North command division Commanders. These interviews were also intended to provide general perception on how Awash Technique School has traditionally dealt with issues of training. A copy of the questionnaire is attached as Appendix 1, and an interview schedule attached as appendix 2

The secondary data, which constitutes the source of data, was gathered from the Awash Technique School, the Ethiopian Ministry of National Defence Human Resource development policy, bulletins, in-house newsletters, annual reports on training, books and journals on Human Resource Management, training and development.

3.4 Research Instrument

Comprehensive research instruments were developed and tested before the real investigation started. A questionnaire for this research was administered to 126

military officers and NCO's; this questionnaire was developed after discussions with the supervisor. The items were subsequently edited and vigilantly selected bearing in mind the research questions. This study employed a self-administered questionnaire comprising three structured scales with previous tests of validity and reliability, and several independent items. The first part was expected to provide an answer to the demographic characteristics of the respondents like number of years employees had worked with the organization, their gender as well as educational background.

The second part were basically to address the research questions and objective of the research throw more light on Awash Combat Technique School (ACTS's) training policies, the importance they attach to it and employees awareness of any such policies, The questionnaire greatly helped the researcher in data analysis. Other minor tools used were personal interviews, occasional conversations and direct observation.

And the third part was the Group Training and North command division's commanders were also interviewed to ascertain whether ACTS has been involved in training for employees over the last 10 years (1999- 2008), whether there is a documented training policy in place, and whether there are career progression projections for all military personnel.

3.5 Administration of the Instrument

In the first technique, the Group Training and as well as the North command division's commanders were interviewed personally to ascertain the training policies and programs available for staff, that is, army. The same procedure was used to determine the importance attached to army training, and their associated obstacles, and how training programs are evaluated.

To support the data collected through these interviews, questionnaires were administered to the various groups of military personnel. A total of 126 questionnaires constituting 37, specially designed questions were administered personally to Officers and NCO in the various departments at convenience. Respondents were given a couple of days to carefully fill out the questionnaires.

3.6 Analysis of Data

In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done with, data was analyzed qualitatively and quantitatively. The qualitative data from interviews and secondary documents were analyzed using content analysis and logical analysis techniques.

Quantitative data analysis was done by the use of the SPSS software. The technique for quantitative data analysis was the frequency distribution and percentages, which were used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diverse views of respondents on the various sub-issues. Tables, charts and graphs were also used to ensure easy understanding of the analyses.

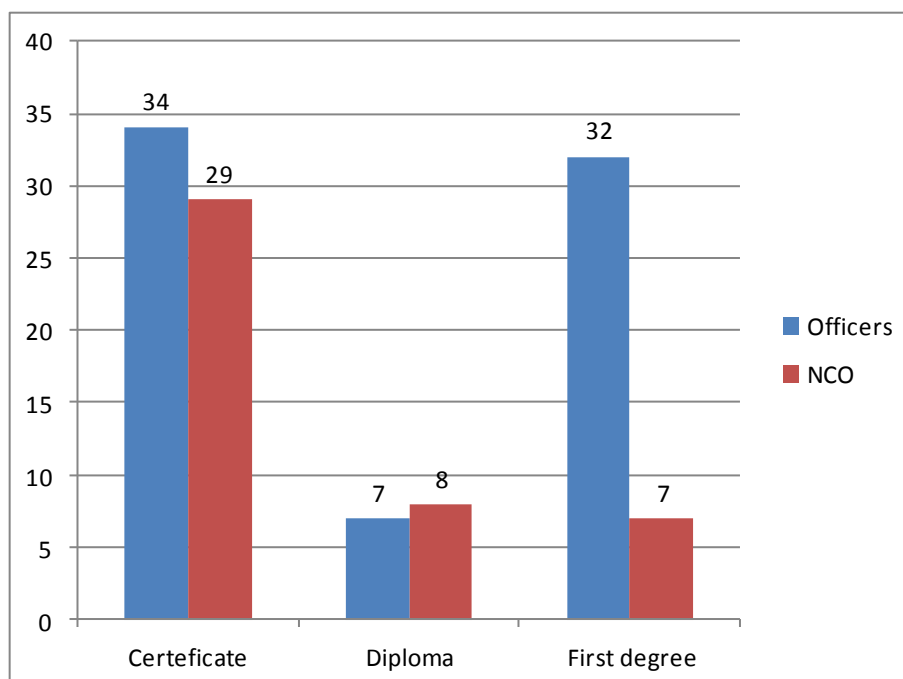
Chapter Four

4. Data Analyses and Results

4.1 Demographic Characteristics of the sample

The data have been collected from the army members of the North Command and Awash Combat Technique School and 120 out of 126 targeted respondents answered the questionnaire, which is a response rate of 95%. The 120 respondents consisted of 73(60.8%) Officers and 47 (39.2%) Non-Commission officers, and also consisted of about 10.8 % Female and 89.2% male. The majority of the respondent (54.2%, n=65) had Certificate or below certificate and 39(32.5%) of the respondent had earned their first degree, and only (13.3%, n=16) of the respondent had earned their diploma. This suggests that people of different educational qualifications are present in the organization. This implies that different levels of training which is planned and systematic may be required to improve their quality. (See Fig 2 below)

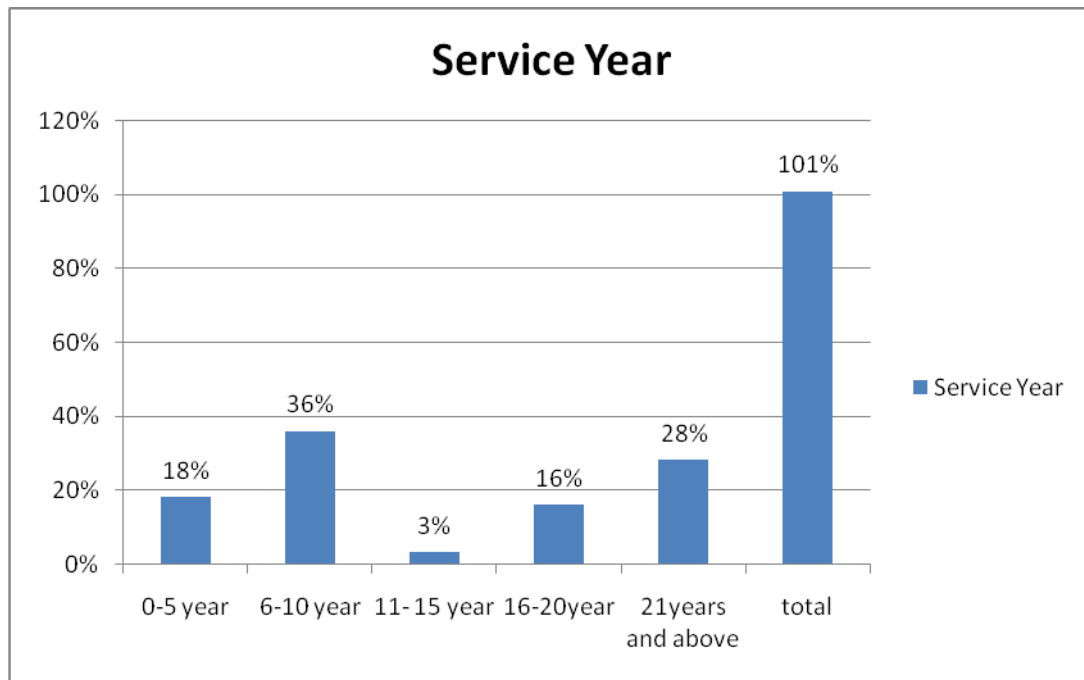
Figure 1 Respondents Educational background by Military Rank



Source: Field Survey 2013

The respondents have served in Defence from 1 to 21 years and above. The respondent 27.5%, n=33 had served in military above 21 years and 15.8%, n=19 had served for about 16-20 years, and 35.8%, n=43 had served for 6-10years. About 18.3%, n=22 had served for 0-5 years and only 2.5%, n=3 had a service years between 11-15 years. This means the organization has a blend of experienced and young professionals who require constant refresher training to update their skills and enhance their perform on the mission. (See below in Fig2-).

Figure 2. Service Year of Respondents



Source: Field survey 2013

4.2 Purpose of Training and Development at ACTS

The fundamental purpose of training is to improve knowledge and skills and to change attitudes and behavior for the purpose of enhancing organizational effectiveness and performance. Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training at ACTS.

According to the Group Training Commanders and the Group of North command division commanders, the training given to Crew and Crew leaders at ACTS is to help improve the skills, knowledge, abilities and competencies. The ultimate objective however is to help improve both individual and organizational performance. Clearly, the purpose of training at ACTS is in line with the general

purpose of training. However, it is also known that good intentions are not always carried through. The concern therefore is about how ACTS carries through its training and what impact the training has had on its employees in terms of improved performance.

4.3 Training Policy at ACTS

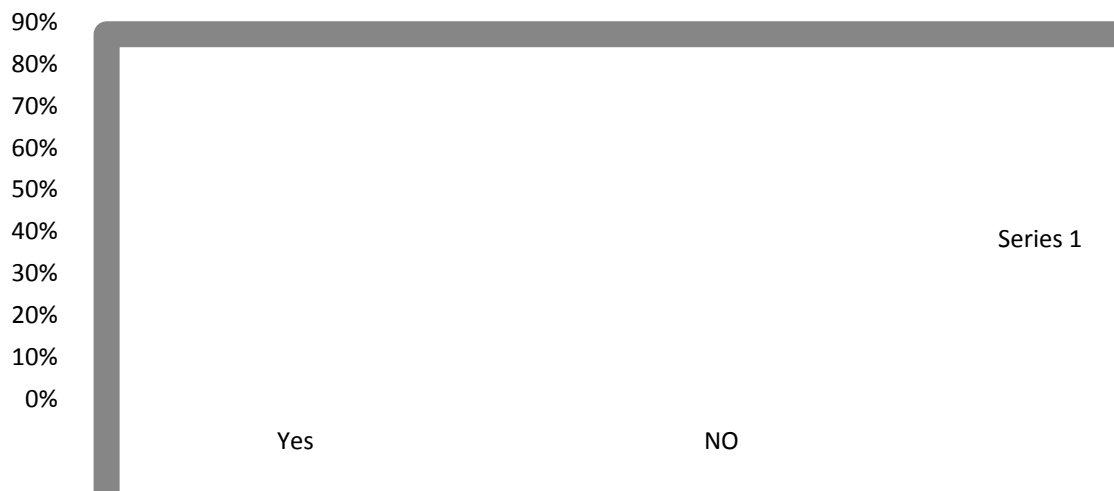
Awash Combat Technique School has a training policy which was fashioned to achieve the purpose of training and the policy provides a coherent structure for training and development activities that improves access to training meant to help attain organizational goals.

The interview with the Group Training Commanders and the Group of North command division commanders did indicate that ACTS has a training and development policy in place. The policy was thus obtained for analysis of the contents. Training policies are the expressions of the training philosophy of the organization (Armstrong, 1996) and training policies provide guidelines for training, and ensures a company's training resources are allocated to predetermined requirements (Kenney et al, 1972).

A critical examination of the training policy indicates that it contains all the essential elements of training and development. It outlined the objectives of the policy, spelt out the measures for training and development needs identification, methods of training implementation, types of training, and methods of training and development evaluation. The policy made provision for career development and links it to career progression in the organization. The policy has indeed provided a coherent structure for training that should help improve employee access to training in a very organized way that could help the army derive the benefits of training.

However, according to the Group Training Commanders and the Group of North command division commanders the processes involved in training are not duly followed because of the costs associated with it. They stated that training at ACTS is not as planned and systematic as they would have wanted to have it. They indicated that budgetary provisions for training are always below expectation. Views sampled from a cross section of the employees through the questionnaire to know whether employees are even aware of the existence of a training policy also indicated that large majority (80%) respondents were aware of the existence of the policy. This revealed that the awareness of training policy among the awash combat technique school officials were high. The views are presented below:

Figure 4.1 Employee Awareness of Existence of Training Policy at ACTS



Source: Field Survey 2013

4.4 Selection for Training

It has been established that training has long been taking place at Ministry of Defence (MoD) in general specifically in Awash Combat Technique School, and particularly for this study period (1999 – 2008). Literature tells us training is a planned and systematic flow of activities involving determining training purpose and policy, and following through by determining training and development needs, planning the training, implementing the training, and evaluating the training.

Selecting participants through a careful process of training needs identification is therefore the proper process of initiating training. Subsequently, respondents were asked a series of questions to determine the flow, planned and systematic nature of the training and development process at Awash Combat Technique School. The starting point was to know how respondents were selected for inclusion in the training programs they participated in. Table 4.5 below summarizes the responses of the 120 respondents

Table 4.1: Selection for Training

	Frequency	Percent
By Service year	21	17.5%
By Good performance	32	26.7%
By requirement for promotion	19	15.8%
Other	48	40.0%

Source: Field Survey 2013

The table 4.5 revealed that only 26.70% of the respondents believe that performance appraisal was the basic criteria guiding selection of staff for training. Whilst 17.5% of the respondents said selection was based on years of service, 15.8% of respondents think one is selected for training only when due for promotion. About 40.0% of staff responded that unknown criteria, “whom you know” among others are the basis.

According to Aswathappa (2005), although it is true that in selecting persons for training a company generally gives primary consideration to its benefits and secondary consideration to the benefits accruing to the individual, yet the standard used for selecting training program, participant should be carefully devised and communicated widely throughout the organization. When the North command division and ACTS Commanders was asked about the criteria for selecting army members for training, their response indicates that participants are selected based on various criteria and they were not able to specify exactly how training needs are identified except to say that it depends on the circumstances. This shows that the system of selecting trainees lacks uniformity and consistency and in return increases organizational costs and inefficiency.

4.5 Methods of Training

The selection of method for training has to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. Looking at the sophistication of the technological advancement in the army, both training methods would be very ideal with the right balance.

There are a variety of training approaches that managers can use and these include. Accordingly, the Training Commanders was asked to identify the training types and methods used. Regarding the types of training, they indicated that Awash Combat Technique School engages in formal training for new recruit, refresher and career development training for existing military personnel. Regarding training methods, they mentioned on the job training, mentoring, seminar etc as the methods of training. It was necessary to assess these methods from the point of view of the respondents. So there were asked a question regarding what training methods they had experienced.

The respondents respond to the above question that, about 47.5% indicated that the training was more practical while 6.7% responds it was more theoretical and 45.8% were responds both equally. It was also found out that the current training practices, processes and procedures at ACTS were largely not at variance with the provisions of the policy and best practices of training. It was found that current training practices, processes and procedures at ACTS were largely not at variance with the provisions in the policy. About 80.0% of staff rated quality of training

programmes between average and excellent. Though the respondents complained about training not being regular all the 120 respondents have ever participated in a training programme. While respondents asked which training methods you prefer, about 63.3% prefers the training methods should be more practical and 36.7% prefer both equally. Both respondents affirm that the preferred method used in training programme have impacted on their skills and enhance their performance in the mission.

Nadler (1984:1.16) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. However, the training commanders again indicated that the way training plan, lessons, and trainers were determined, depended on the situation at hand. Training is a planned and systematic process that goes to develop employees and it is significant to note that the training process at Awash Combat Technique School seem to depend on contingency. This shows the training plan and programs were not determined proactively which means ACTS lacks strategic plan and systemic way of delivering the training.

4.6 Training Evaluation

Regarding training evaluation, the Training Commanders of Awash Combat Technique School admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers and training program after completion. The respondents also indicated that they are not aware of

how training is evaluated. This implies that the school does not have feedback mechanism to whether the training would have a positive effect on the performance of Crew and Crew leaders.

4.6.1 Assessment of the Nature of Training at ACTS

From the foregoing discussions, is clear that training in Awash Combat Technique School has not been following the known and standard training practices and methods. Indeed, when respondents were asked if in their opinion they consider training activities at School as planned and systematic, table 4.2 below summarizes the case:

Table 4.2: Respondents opinion on planned and systematic nature of training and development activities at ACTS

Response	Frequency	Percentage
Planned & systematic	6	5%
Unplanned and unsystematic	103	86%
Not Sure	11	9.9%
Total	120	100%

Source: Field Survey 2013

These responses, together with the hesitation of the Training Commanders in providing answers to similar questions add up to the conclusion that training and development at Awash Combat Technique School indeed might be unplanned and unsystematic. The reason indicated by the commanders of the school was the training plan will come just from the Defence human resource development department needs. This implies the school has not integrated its plan with the Defence Human

resource development department.

4.7 Training and employee performance

Productivity relates to output per unit of input, for instance, output per labor hour. It is measured in terms of effectiveness and efficiency of an effort. It is difficult to isolate the various variables that contribute to productivity and measure their true effect and contribution to productivity. The focus of this study however, is the aspect of productivity which relates to Crew and Crew leaders training and the impact of such higher skills on the performance and productivity of the individual military personnel. This focus is founded on the basis that employees will not perform well at work no matter how hard they try and regardless of how much they want to, until they know what they are supposed to do and how they are supposed to do it (Zaccarelli, 1988).

Thus, it is the knowledge and skills acquired for the job that makes the army effective and efficient. Training is the means by which such skills; knowledge and attitudes are impacted to the army to enhance efficiency and effectiveness. In measuring the impact of training and development on worker performance and productivity, respondents were asked the key question ‘In your opinion, do you think training has helped improve your performance since joining ACTS?’ The responses are summarized in table below:

Table 4.3 Respondents opinion of training effect on employee performance.

Respond	Frequency	Percent
Yes	105	87.5%

No	15	12.5
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Source: Field Survey 2013

Respondents Overall Assessment of Training Activities of ACTS

The respondents were asked whether they thought training at ACTS affects its operations positively, 105 (87.5%) answered in the affirmative. They explained that training impacts positively on the operations of the Unit through equipping staff with skills to meet challenges despite inadequate logistics. According to them, training activities make them time conscious, effective and efficient at their mission, and enhances operational performance and so as improved organizational performance. Few respondents, 15 (12.5%), however, stated that the training at ACTS doesn't affect its operations because of lack of logistics or resources, lack of proper planning and training for staff, poor developmental programmes implementation, non-adherence to training policies and lack of coordination. Other reasons cited include lack of exposure of officers to the things learnt at the training programmes.

The researcher also sought the opinions of the respondents what they like and dislike about the training programmes at ACTS. The exposure to new trends, confidence building, and results oriented programmes, quality facilitators, good course content all of which help staff to refresh and upgrade their knowledge for and enhanced their operation made them to develop likeness for such programmes. On the other hand, what the respondents dislikes included poor facilities at the training school, the short duration of some to the courses, the ad-hoc and discriminatory criteria for

selecting staff for training, inadequacy of the training programmes, late notification of participants about training programmes, and poor scheduling of training programmes among others.

The respondents suggestion on ways to improve the training process at ACTS were; staff involvement in training activities, strict adherence to training policy, increased funding for training so as it enable the mechanized training will integrate its training with the Air force and ground force, fairness in selection of staff for training, regular and constant review of the training content and methods. In addition, facilities and logistics at the training school should be improved, the duration of training should be increased, ICT based courses should be incorporated in the training and training department should be resourced.

4.8 Challenges of Training Policy Implementation at ACTS

Organizations and individuals alike face many problems with regard to training. This section seeks to examine the challenges ACTS face in the implementation of its training activities include inadequate budgetary allocation. The main challenges ACTS is facing in implementing its training plan are budgetary and logistical constraints.

4.8.1 Budgetary Challenges

Consequently, when the ACTS Command was asked if the resources available for training were adequate, the answer was "NO". When asked about the sources of funds for training programmes, the ACTS-Training indicated that they relied on government budget allocated

4.8.2 Other Challenges

The respondents and the ACTS staff also mentioned other challenges of training at the School were lack of suitable accommodation for trainees, the poor state of facilities at the training academy and general lack of commitment to training.

Chapter Five

5. Summary and Recommendation

5.1 Summary of Findings

The findings are summarized as follows:

- The training policy was obtained, examined and found not to be different from the “norm”. It has all the major requirement of a training and development policy. The North Command division and Awash Combat Technique School commander’s who were interviewed also confirmed that it has been in place since 1989E.C. They also said the policy seeks to ensure that there are continuous training activities to broaden the knowledge and skills of the army mechanized unit. It was found that the number of trained staff increased from year to year.
- The study revealed that over 80.0% of the respondents were aware of the existence of training policy. It also revealed that over 80.0% of the staff rated the understanding of the training policy between average and excellent. The study revealed that the awareness of the training policy among the Awash Combat Technique School officials were high.
- Although the policy is adequate in content, it is not being implemented in

full. The study revealed that only 26.70% of the respondents believe that performance appraisal was the basic criteria guiding selection of staff for training. Whilst 17.5% of the respondents said selection was based on years of service, 15.8% of respondents think one is selected for training only when due for promotion. About 40.0% of staff cited unknown criteria, “whom you know” among others are the basis. The above is a clear indication that though the policy may be adequate in content it is not being implemented in full.

- It was also found out that the current training practices, processes and procedures at Awash Combat Technique School were largely not at variance with the provisions of the policy and best practices of training. It was found that current training practices, processes and procedures at ACTS were largely not at variance with the provisions in the policy. About 87.5% of respondent rated quality of training programmes between average and excellent. They explained that Training impacts positively on the operations of the Unit through equipping staff with skills to meet challenges despite inadequate logistics. According to them, Training activities make them time conscious, effective and efficient at their mission, and enhances operational performance and so as improved organizational performance. Few respondents, 15 (12.5%), however, stated that the Training at ACTS affects its operations negatively because of lack of logistics or resources, lack of proper planning and training for staff, poor developmental programmes implementation, non-adherence to training policies and lack of coordination. Other reasons cited include lack of

exposure of officers to the things learnt at the training programmes.

- The researcher further discovered that budgetary allocation for training was the key challenge in implementing the training policy. The study also revealed that though the budget for training activities during the period under review increased. It was only in the year 1992 E.C. that the actual amount spent on training exceeded the budgeted amount; nonetheless, for the rest of the years, the actual fell below the budgeted amount which indicates that budgetary allocation is not adequate for training activities. Other challenges found include:

- ✓ Poor state of facilities at the training school.
- ✓ Discrimination and bias in the selection of staff for training.
- ✓ Lack of commitment to training and development by management.
- ✓ Lack of staff involvement in training decisions.

5.3 Recommendations

The following recommendations are made based on the findings of the study:

- There is the need for the management of ACTS to institute measures to ensure that all staff were made aware of and had adequate knowledge of its training and development policy. All fora must be used to disseminate the policy to all staff. At best the training and development policy could be made available to staff at the time of recruitment and emphasized during annual and union meetings.
- Budgetary allocations for training should be increased so that training programmes could be successfully implemented to enhance the capabilities of staff towards improving customs services through an efficient and effective workforce.
- A systematic training programme based on the functional activities and the career progression of each staff could be planned to meet the training and career development needs of staffs. This will ensure that throughout the working life of the army, their training and development needs will be planned in advance and implemented to enhance their operational performance. The individual training plan of

the staff also should, however, be reviewed and updated periodically to meet the challenges of the time.

- The management of ACTS should improve staff participation in training activities. It is recommended that the management should involve other staff members in decisions on their training and development.
- ACTS should improve the facilities and logistics at its training school to provide a congenial atmosphere for training programmes. The training school should be fitted with the state of the art ICT facilities that befit the status of ACTS and its staff.
- Since ACTS is running a tight training budget, it should consider adopting an ICT-based training programme for some of its training modules so that it can save money on residential training whilst giving staff the advantage of flexibility of time, space and convenience to be trained (Webb, 1997). This may, however, come at a cost in terms of the need to acquire more computers for use of simulations in the training program.
- The Commanders of ACTS should improve its training policies to include revision of their curriculum so as to keep up new technological advancement.

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Annex-1

Mekelle University MBA Master's Program Questionnaire to be filled by members of Ethiopian Defense Force Army Training

Dear Respondents

My name is Hintsu W/Giorgis I am a post graduate student at Mekelle University. This Questionnaire is designed to gather information on assessing army training practices and its implication at Awash combat techniques centers. The research will be conducted in partial fulfillment of master's degree. Your techniques school is high of valuable input for the under taking of this research. please provide your genuine opinion. You may choose more than one option when applicable. Please give your choice by putting tick mark.(✓). This questionnaire is for academic purpose only and your response is so confidential. Thanks a lot for your unreserved effort.

a. Education level

- ❖ Certificate or below certificate ☐
- ❖ Diploma ☐
- ❖ First degree ☐
- ❖ Master of more ☐

b. Gender

- ❖ Male ☐
- ❖ Female ☐

c. Age

- ❖ 18 – 29 ☐
- ❖ 30 – 39 ☐
- ❖ 40 – 49 ☐
- ☐

❖ 50 and above

d. Rank: Officer ☐

NCO ☐

e. Work experience

❖ 0 – 5 years ☐

❖ 6 -10 years ☐

❖ 11 – 15 years ☐

❖ 16 – 20 years ☐

❖ 21 years and above ☐

1. Do you think the school has well organized training and development policy and program practice?

Yes ☐ No ☐

2. Do you think the school's training & development policy & program consistent with the objective of MoND?

Yes ☐ No ☐

3. If your answer is No for question No2 specify the possible problems

4. Who is responsible to formulate the training and development policies and programs of the school

5. Does the training & development policy & program implemented by the school appropriately?

Yes ☐ No ☐

6. If your answer for question No5 is No specify the possible problems

7. In your opinion do you think training at ACTS planned and systematic?

Yes ☐ No ☐ Not sure ☐

8. How do you rate the follow up of the managers on the implementation of training and development policies and programs?

Very high ☐ high ☐ medium ☐ Low ☐ very low ☐

9. Give reason for your response in question No7?

10. Does the training & development policy & program revised periodically?

Yes ☐ No ☐

11. If your answer for question No9 is yes specify the period(interval) and method of revision

12. Do you think the training & development policy & program is effective in achieving the performance that is expected from trainees?

Yes ☐ No ☐

13. If your answer for question No 11 is No specify the possible problems

14. Does the training given in the school problem solving?

Yes ☐ No ☐

15. Specify your reason for your response in question No 13

16. Does the college conduct needs assessment?

Yes ☐ No ☐

17. If your answer to question No 15 is yes, specify the way how the needs assessment is conducted.

18. What are the criteria for the selection of training & development practice in the school?

By experience ☐

By the organization interest ☐

Good performance evaluation ☐

By requirement for promotion ☐

Others -----

19. Does the selection of trainees align with the need assessment?

Yes ☐ NO ☐

20. Give reason for your response in question No 18

21. Who gets more training chance? In the school?

Officers ☐ None officers ☐ both ☐

22. Does the training program really provided have impact on improving the performance of trainees?

Yes ☐ No ☐

23. Give reason for your response in question No 21

24. Does the training encourage team work?

Yes ☐ No ☐

25. Give reason for your response in question No23

26. Is there post training evaluation?

Yes ☐ No ☐

27. If your response is yes in question No25,how the evaluation is conducted

28. How do you rate the effectiveness and efficiency of trainers in the school?

Very high ☐ high ☐ medium ☐ Low ☐ very low ☐

29. Give reason for your response in question No27.

30. Does the training center welleguipped?

Yes ☐ No ☐

31. What is the method (approach) of training delivery applied in the school?

More practical ☐ more theoretical ☐ both equally ☐

32. Which training and development approach do you refer?

More practical ☐ more theoretical ☐ both equally ☐

33. Give reason for your response in question No31

34. Does the training and development program help trainees in improving their technical, tactical and professional capacities?

Yes ☐ No ☐

35. Does the training and development program given align with ever changing technological advancement?

Yes ☐ No ☐

36. Does the training is given to satisfy unit needs?

Yes ☐ No ☐

37. Does the training and development policies, programs and manuals revised by considering the work environment of trainees?

Yes ☐ No ☐

38. Does the training and development policies, programs and manuals revised by considering the ever changing of the technological advancement?

Yes ☐ No ☐

Annex-2

Interview guide questions for focus group discussion (FGD)

1. How do you see and evaluate the ongoing training systems in Awash combat technique center?
2. What are the main problems on the school management process?
3. How do you see the curriculum relevance and competence relation to the objective of the school?
4. How do you evaluate the trainer performance with the training requirement?
5. What are the combat technique center policy has created on impact on modern soldiers and build mechanized members?
6. What are your general recommendations to improve the problems of the training Army Command system in (AWCTC)
7. How are staff selected for training?